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ABSTRACT

The contents of this Right to Read report for the fiscal year 1974 include: "Preface"; "Right to Read--Its Purposes and Goals," which briefly discusses the organization, the major goals, agencies, and programs, and interrelated services or branches of the Right to Read effort; "State Education Agencies," which looks at Right to Read states, state education agencies' operation during 1974, and state education agencies' projections for 1975; "Demonstration Projects," which discusses school based programs and community based programs; "Technical Assistance," which discusses operations, accomplishments, and projections of the technical assistance branch of the Right to Read program; "Private Sector," which discusses the activities and projections for the private sector which is involved with the Right to Read effort; and "National Impact," which looks at the operations of the national impact programs for 1974 and projections for 1975. An appendix includes Right to Read publications for fiscal years 1972-74, maps of right to read state education agencies and demonstration sites, media exposure for fiscal year 1974, and a list of right to read field-based technical assistance. (WR)

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THE RIGHT TO READ

ANNUAL REPORT

Fiscal Year 1974

Right to Read Program
U.S. Office of Education

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PREFACE

Even with its sophisticated communication methods and its advanced public education system, the United States has nearly 19 million illiterate adults.

This means that these adults cannot read the help-wanted ads, fill out forms for a driver's license or social security, or do dozens of things which literate Americans take for granted. These adults with poor reading habits present a story of poverty, unemployment, crime and lost opportunities.

Most countries without education for the masses are concerned with campaigns to wipe out problems caused by limited educational opportunities. Unlike the people of these nations which have a reading problem because of a lack of opportunity, the 19 million adults in the United States are products of the public schools. They, for a variety of reasons, did not learn to read.

The United States also has 7 million elementary and secondary school students with severe reading problems. In large cities, between forty and fifty percent of the children are underachieving in reading. And, still, millions more have the skills of reading, but do not use them.

The implications from U.S. statistics clearly point in the direction of need for a reassessment of ways in which the public and non-public schools treat the subject of reading.

The Right to Read Effort of the U.S. Office of Education was created to help our schools and other institutions to solve America's reading problem.

Ruth Love Holloway
Director
Right to Read Program

RIGHT TO READ--Its Purposes and Goals

RIGHT TO READ, announced in 1969 and initiated as an operational program in 1971, is not a simple legislated program--but rather a national thrust to focus on the reading illiteracy problems in the Nation.

RIGHT TO READ is not a single reading program or a single reading method which is to be endorsed for the teaching of all. Rather, it is a team effort requiring the marshalling of all available resources to meet literacy objectives.

RIGHT TO READ does not remove authority or responsibility for overcoming reading handicaps from the state and local governments, and the citizens of the community where the responsibility for education properly rests in this country.

RIGHT TO READ is a coordinated national endeavor involving all segments of society--public and private, professional and non-professional--to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively.

The national Right to Read Office is designed to:

- stimulate national attention to reading needs
- determine what changes are required to alleviate reading problems
- identify existing resources, both public and private, which can be brought to bear on the problem
- initiate innovative and effective reading programs with all types of agencies and institutions that can contribute to the elimination of illiteracy in this country
- demonstrate, through the establishment of reading programs, effective techniques for the elimination of reading deficiencies, and therefore, increasing reading competencies.

RIGHT TO READ's major goal is to increase functional literacy. Specifically, by 1980, ninety-nine percent of the people in the United States who are under 16 years old and ninety percent of the people over 16 years old, will possess and use the reading competencies which an individual must have to function effectively as an adult.

In pursuing its goal, Right to Read provides a systematic delivery system which consists of: (1) mobilizing and facilitating government agencies and private sector to implement activities to eliminate illiteracy; (2) providing pertinent and useful information relative to reading theories, techniques, effective organizational reading programs, and translating research findings into practices and products that can be applied in the classroom; (3) providing substantive and procedural technical assistance; and (4) providing financial aid to serve as a catalytic agent.

Right to Read has encouraged other Office of Education programs to put special emphasis on reading instruction, whether a program's major focus is dropout prevention, bilingual education, handicapped children, or some other priority. Thus, despite its modest funding level, Right to Read impacts on programs that channel approximately $500 million a year into educational reform under the Elementary and Secondary Education Act, Education for the Handicapped Act, Vocational Education Act, and other legislation.

In addition, other agencies and programs such as U.S. Department of Defense, ACTION, Neighborhood Youth Corps, Job Corps, and Volunteers in Education are seeking ways to incorporate Right to Read's concepts and resources into their educational components.

Forty-five professional organizations throughout the United States, representing teachers, school administrators, librarians, and others have been informed about the Right to Read program. Twenty-five of these organizations, whose goals relate most directly to the goals of Right to Read, are in regular contact. The most actively involved have been the International Reading Association, the American Library Association, Council of Chief State Schools' Officers, and the American Association of School Administrators.

The National Right to Read Effort has the following services and/or branches which interrelate, helping to eliminate this country's reading problem:

- State Education Agencies
- Demonstration Projects
  - School Based
  - Community Based
- Technical Assistance
- Private Sector
- National Impact Programs

STATE EDUCATION AGENCIES

The responsibility for the education of Americans traditionally has rested with the individual states. As a result, the states have played an historically important role in the educational process. Right to Read has invited the states to expand this role, and by seeking Right to Read status, take on responsibility for reading that is destined to make the state role a viable and essential factor in the success of literacy among American children and adults.

Right to Read States makes public commitment to place reading in the highest priority, and they commit their systems fully to furthering the

Right to Read effort.

Currently there are 31 Right to Read States that have agreed to the national effort to eliminate illiteracy (see Appendix B). In the agreement signed by every Right to Read State and the U.S. Office of Education, the States have agreed to provide specific services to bring about reading improvement for students of all ages. They have agreed to:

- Select a State Right to Read Director to participate in the national program for Right to Read Directors and to coordinate the State program.
- Assess the needs, resources and directions of reading and the State agency in relation to Right to Read efforts.
- Conduct a statewide assessment of the State regarding the art of reading.
- Establish goals and objectives, and develop strategies for reaching them.
- Devise a system to deliver organizational and instructional strategies between State and local agencies.
- Participate in monitoring and providing consultive services for Right to Read sites, and developing systems of communication with these sites.
- Select local education agencies which are representative of the geographic location and student population of the State, to participate in the program and secure specific agreements for their participation.
- Provide staff development and inservice program models for use by local education agencies.
- Provide training for local education agency's Right to Read directors.
- Assist local agencies in assessing needs of pupils, teachers and institutions, and aid them in building and evaluating reading programs using appropriate Right to Read materials.
- Establish a "Standard of Excellence" to provide a criteria for reading program development and evaluation for local school districts.
- Provide technical assistance in the areas of assessment, planning, building and operating reading programs, and in evaluating program results.

- Identify, validate and disseminate promising programs developed within the State and keep the U.S. Office of Education informed of such programs.

- Develop State Right to Read dissemination vehicles.

- Use Right to Read materials, processes and projects.

- Review and evaluate teacher certification requirements with respect to reading and urge reform, if necessary.

The National Right to Read Office, in addition to providing grants for State Right to Read programs, also delivers specific services to the States. These include:

- Technical assistance and materials developed by Right to Read to aid States in assessing statewide needs, evaluating existing services, and planning the statewide program.

- Training seminars in which State Right to Read directors participate.

- Manuals to enable local education agencies' Right to Read directors to institute Right to Read programs in their schools, districts, communities, and to school administrations.

- Specially designed materials to aid Right to Read directors in assessing needs, planning, building programs and evaluating results.

- Joint training for volunteer tutors.

- Copies of validated, packaged reading programs that have succeeded in demonstration Right to Read schools.

- Material to enable States to identify, validate, and disseminate successful programs in their own States.

- Major corporation involvement in the many aspects of Right to Read in the States.

- Develop English and bilingual television material for adults.

- Disseminate material about research in reading and translates it into more usuable form.

- Establish demonstration projects as models.

- Review progress reports and feedback.

- Create evaluation designs and guidelines.

. Handbook for Right to Read State directors.

. Planning/Management guide for State agencies.

The objectives of the State Education Agencies branch of the Right to Read Effort are to: provide leadership to State Education Agencies' efforts through capacity building; and to insure that seven of the eleven phase I States, fifteen of the twenty phase II States, and seventy-five percent of the phase III States administer state-wide efforts to eliminate illiteracy which are consistent with the appropriate regulations. This is accomplished through: (a) systematic planning and development; (b) utilization of demonstration/exemplary programs; (c) continuous leadership development; (d) providing ongoing technical assistance and support systems to maintain adopted innovations; (e) amassing public support; and (f) coordinating State Education Agencies' reading effort.

There was a substantial change in the original State objectives in that Right to Read proposed originally to insure that sixty percent of the Right to Read States achieve overall improvement in reading. This was changed to objectives: (1) program administration; (2) program support; and (3) program development. The reasons for these particular changes related to the concern by the Office of Program Planning and Evaluation for a more detailed accounting and milestones related to the particular service which the Right to Read office would deliver to the respective State Education Agencies. Because the State Education Agencies' branch objectives are very complex, it was felt that the three-pronged objectives rather than the achievement orientation would more appropriately affect the first year's operation in the intensive multiplier program.

State Education Agencies' Operation During FY 1974

This Right to Read branch provided for the development of several documents, as well as provided seminars for Right to Read State directors, some of which are to be completed in the next fiscal year. Specifically in terms of products, the following were developed:

(1) A management review instrument which is an actual monitoring and assessment instrument utilized by the Right to Read staff, and teams looking at a comprehensive State program.

(2) Development of a funding criteria and regulations for a comprehensive State program which involved the multiplier effect.

(3) Revision and finalization of the tutor training package materials to be utilized by State education agencies.

(4) Developed plans for utilizing validated, packaged reading programs.

(5) From Right to Read's Demonstration administrative training seminars, three manuals are in the process of finalization which will be utilized by State Departments of Education and training school principals in their role as educational leaders.

(6) A first draft of the outline of the evaluation design was made.

(7) Development of Right to Read Handbook for State Education Agencies.

The State Education Agencies' branch provided training seminars for State directors to learn how to train local Right to Read directors; to identify effective programs; and to coordinate resources related to reading. A total of nine days was spent in the seminars for State Right to Read directors.

This branch also worked with the Chief State School Officers' Advisory Committee in implementing a dissemination project on exemplary Stat programs.

The 31 Right to Read States have carried out programs resulting in the preparation of 1,227 local reading directors having received 240 hours each of training. Approximately 1,200 school districts are now committed to and are involved in building a comprehensive kindergarten through 12th grade reading program. Almost 60,000 teachers are receiving staff development in the implementation of basic criteria for effective reading programs; and 3.7 million students will be attending schools in September 1974, which are being served as a Right to Read district.

Twenty-six Governors have issued proclamations on Right to Read and 13 state legislatures have enacted or are seeking state Right to Read laws.

State Education Agencies (SEA) Projections for FY 1975

(1) The State regulations, which are now at General Counsel, will be finalized by SEA staff for publication during FY 1975. Also during the next year there will be complete development and implementation of the national evaluation design for Right to Read State programs.

(2) The staff will complete development and disseminate support materials; tutor training handbooks and filmstrips, Right to Read State directors' handbook; filmstrip for educational associations; and revised needs assessment and planning materials.

(3) During FY 1975 the nineteen non-funded States will be funded to initiate the utilization of Right to Read's strategy; provision will be made for orientation to the new directors of these additional States.

(4) Staff will monitor and prepare State Education Agency program review reports for program compliance.

(5) Preparation of materials and conducting National Leadership seminars for State Directors will be handled by the National Right to Read Office in capacity building in: validating/ replicating effective programs; utilizing tutor training materials; coordinating Federal and State resources and private sector.

(6) Right to Read staff will develop strategies for field testing systems for replicating validated innovations and will provide technical assistance and training from the rotating corps of experts.

(7) Right to Read staff will conduct a joint seminar with SEA Right to Read Directors and National Institute of Education, on current research, planned organizational change, and diffusion of innovations.

(8) Another SEA FY 1975 projection will be to develop strategies to strengthen inter-office (Office of Education) coordination among selected programs with reading components which are State administered.

DEMONSTRATION PROJECTS

The national Right to Read effort is a multi-facet program that seeks to demonstrate effective ways of eliminating functional illiteracy in the United States. Its strategies include both corrective and preventive activities, both in schools and in community non-school settings. Its current demonstration activities provide reading-literacy training to such diverse populations as pre-schoolers, school children and adults.

In each site, a representative Unit Task Force is responsible for the planning and successful implementation of the Right to Read program. Each program stresses parental and community involvement and the increased use of community resources. Emphasis is also placed on the use of diagnostic-prescriptive and individualized instruction utilizing multiple reading methods. Another important focus is on the development of existing staff, rather than on the employment of new personnel. The aim is to train current staff, so that an effective reading program will continue beyond the receipts of Federal dollars.

The primary use to be made of the Demonstration projects is to extract from the salient features those that can be utilized by states and national offices, and other school districts.

School Based

Right to Read's school based program currently operates in over 100 public school systems (see Appendix C), by supporting innovative demonstration reading projects designed to respond to the particular reading deficiencies of children in those systems. Within a Right to Read school, all students and staff become a part of the Right to Read project.

Most Right to Read sites consist of a single school. The exceptions are termed "impact sites" in large urban districts and normally consist of two to three schools where one school is designated an "impact school" and the others are termed "satellite schools." At a few impact sites, an exemplary reading project is established prior to the infusion of Right to Read funds. The desired programmatic effect at these sites is the diffusion of exemplary reading practices from the "impact school" to the "satellite schools."

Some features that school based sites project:

- The school principal serves as the program director as opposed to having an outside Federal Coordinator.

- The program is not a "project," but rather a whole school program which avoids the "band Aid" or "add-on" situation. This concept is designed to either replace or modify the existing program.

- Heavy emphasis is on staff development for existing personnel--rather than adding staff.

- The program is planned by practitioners. A Unit Task Force made up of the administrator, teachers and other school personnel, as well as parents and other community members have the responsibility of planning the program and assisting with its implementation. Each program uses the planning process of Right to Read and utilizes the help of an Office of Education/Right to Read supplied technical assistant.

- Major emphasis is placed on servicing predominantly bilingual and minority groups of youth.

School Based Operations During FY 1974

With a meager staff of six professions, the staff performed the following general activities:

(1) Monitored the major effort of assisting over 150 principals of Right to Read schools leadership seminars pertinent to reading programs. It is a strong Right to Read conviction that the administrative behavior, policies and practices of the principals have strong implications on the effectiveness of the school. The seminars were conducted by Bank Street College of Education, National Association of Elementary School Principals, National Association of Secondary School Principals, and George Washington University;

(2) Played a major role in a national conference of Right to Read grantees in December, 1973 held in Washington, D.C.;

(3) Monitored 29 active Reading Is Fundamental - Right to Read programs, located in twenty-six cities and towns of twenty states. In all, 15,000 children have received over 55,000 books from their local schools.

(4) Conducted a training seminar in October, 1973 for 51 new grantees under the Emergency School Assistance Act's special reading projects. Major emphasis at the conference was to convey the direction given by "Federal Rules and Regulations" (see Appendix D);

(5) Prepared drafting of any new Federal regulations which will govern fiscal year 1975 applicants;

(6) Handled hundreds of letters from interested parties who had viewed Right to Read television spot announcements;

(7) Conducted review of over 150 applications and assisted in seeing that grants were awarded to local education agencies (LEA) and;

(8) Monitored the preparation and dissemination of eight issues of International Reading Association's "IRA Newsletter."

School Based Accomplishments

During 1972 and 1973 over 100 small cities were funded to create school based projects. During 1973 and 1974 these small cities were refunded because of the progress of their reading services to school based sites.

During 1972 and 1973 21 large cities were funded as school based sites. Some of the funds were granted to cities in such states as Georgia, California, Texas, New York and many others (see Appendix C).

During 1973 and 1974 school based administered projects to establish quality reading programs in an integrated setting for minority and other children under the Emergency School Assistance Act (ESAA). More than 1,000 school faculties including superintendents, principals, and teachers were trained to serve nearly 35,000 children. These projects are designed to achieve gains of 1 to 1.5 years in word recognition, vocabulary, and other communication skills among seventy to eighty percent of participating students.

School Based Projections for FY 1975

The school based staff will implement a plan that will enable Right to Read projects to become exemplary by the end of fiscal year 1975. Sixty percent of ESAA school based projects will achieve eighty percent of its objectives, and seventy percent of non-ESAA school based projects will achieve eighty percent of its objectives.

During fiscal year 1975, the school based project will assist twenty-one large LEA's to install and operationalize Right to Read projects in schools, which heretofore have not had such projects.

A major effort will focus on obtaining State Agency involvement and utilization of school based demonstration projects.

Community Based

Right to Read's community based program currently funds approximately 74 sites (see Appendix C). Community based sites are funded for increasing functional literacy for selected adult populations on a demonstration basis, and utilizing functional, practical materials based upon the interest and needs of the adult population. The community based programs are designed to be occupation oriented; skill- or higher education-oriented; and home-or community-oriented.

The community based program is designed to meet the needs of: the non-reader, the functional illiterate, the seeker of a high school diploma; the individual wishing to prepare to enter institutions of higher education, one who wishes to improve his occupational skills; one who wishes to improve home management skills; individuals seeking

the pleasure of reading for diversion; or individuals who need to develop economic survival skills (such as filling out job applications, taking a driving test, applying for social services, etc.)

There is a great diversity of physical sites housing community based programs. These include: warehouses; Indian Reservations; penal institutions; colleges and universities; community centers; libraries, etc.

Community Based Operations During FY 1974

(1) Community based sites received more help and direction from Right to Read's national office than during the first funding period.

(2) The "Funding Criteria" is in the process of being published in the Federal Register--the regulations have been revised and refined for publication.

(3) During this fiscal year, there was an attempt to monitor every community based site, but due to limited staff from the national office of Right to Read, this goal was not accomplished. However, approximately sixty-one percent of these sites were visited during this fiscal year.

(4) During this period there was a need for adequate communication and assistance to project directors of community based sites. Therefore, four workshops were held: the Midwest Conference was held in St. Louis, Missouri for project directors from the states of Arkansas, Illinois, Indiana, Kansas, Kentucky, Michigan, Oklahoma, Tennessee and Wisconsin: The Northeast Conference was held in New York City for project directors from the states of Connecticut, Maine, Maryland, Massachusetts, New Jersey, New York, Pennsylvania and Rhode Island; the Southeast Conference was held in Atlanta, Georgia for project directors from the states of Alabama, Washington, D.C., Virginia, Florida, Georgia, Louisiana, Mississippi, South Carolina and West Virginia; and the Far West Conference was held in San Francisco, California for project directors from the states of Arizona, California, Colorado, Idaho, Nevada, Oregon, Texas, Washington and Wyoming. These regional conferences proved to be very successful.

Community Based Projections for FY 1975

Projections for fiscal year 1975 will assure that a significant statistical difference in mean reading gain can be produced in at least seventy-five percent of the Right to Read community based projects, and twenty-five percent of the projects become dissemination models in accordance with the Right to Read criteria.

The staff from the national office will continue to monitor community based sites and provide assistance and guidelines when necessary.

During this fiscal year community based programs will offer three major new services: (1) adult literacy television; (2) adult academies, and (3) parent kits.

The adult literacy television project is an effort in two series of (25 lessons , 30 minutes each) video tape teaching reading programs--one in English and one in Spanish developed for adults. They are designed to be used in multiple settings, such as the home, adult basic education centers, community learning centers, or any other special program. It is planned to have them available for broadcasting on public, commercial and closed circuit TV stations.

The adult Academy Service Centers' is an innovative approach for the establishment of a "Literacy Corps" of volunteers to work as tutors for one year in an effort to eliminate illiteracy. Right to Read program funds will be used to establish centers for the training of tutorial trainers. The national office Community Based staff will implement and evaluate the pilot phase of these Academy Service Centers in a minimum of twenty community settings. Subsequently legislation was introduced in the U.S. Senate to authorize Reading Academies.

Parent kits support the development of "reading readiness" for parents to use with pre-school children. It is a "how to" package--the ideas of which can be disseminated for use with parents on a nationwide basis. In coordination with the staff of Right to Read, the National Urban Coalition designed the parent kits.

TECHNICAL ASSISTANCE

The Technical Assistance (TA) branch is intrinsic to the Right to Read Program. It is simultaneously an on-going service branch to the Office of Education's Right to Read office, and to Right to Read field operations.

The needs for TA are determined by current program thrusts and activities; by the need for plans to be designed to organize vehicles to move the activities and provide impetus to the thrusts; and by budget considerations upon which the activities and thrusts must be realistically based.

The major function of this branch is to provide TA to State Agencies and Academies. It employs "scholars in residence" for a one year period who assume primary responsibility for professional expertise in reading and planning.

This Right to Read branch has also been responsible for: teacher education programs; national assessment of reading; cross bureau (inter-relationships with other Office of Education's programs related to reading); coordination in concert with the Right to Read director's coordination of program validation and development of mechanisms for research translation; providing mini grants for national impact or multiplier effect activities; monitoring special projects; and serving as liaison for evaluation to Office of Education's Office of Planning, Budget and Evaluation.

Technical Assistance Operatings During FY 1974

(1) The TA branch of Right to Read announced in The Federal Register a request for proposals within the area of preservice teacher training. As a result, this branch received approximately 100 proposals from various cities. After review, the TA branch recommended that 34 institutions of higher education (IHE) be awarded grants.

(2) The Technical Assistance branch developed general provisions of the Right to Read program, which was also published in The Federal Register.

(3) During FY 1974, this branch designed and developed a request for proposal for Right to Read's Television Literacy project. This request for proposal was announced in "Commerce Business Daily" and the grant was awarded to Learning Achievement Corporation of California to produce a series regarding television teaching of reading.

(4) The TA staff continued to monitor four institutional technical teams based at Ball State University, City College of New York, University of Georgia, and the U.S. International University.

(5) Even though all branches of the national Right to Read office periodically travels to field operations, the TA branch during fiscal year 1974 made a valuable contribution to the total Right to Read branches. Some of the conferences and workshops initiated and/or attended by the staff of this branch include:

- In San Francisco there was held a briefing session with the American Institutes for Research (AIR) regarding contract for identifying, validating and multi-media packaging of successful reading programs.

- There was a State Right to Read directors' seminar held in Denver, Colorado.

- At the Pan American University of Texas, there were three separate presentations on the subject of "The Right to Read Bilingually" made to:
  Texas Education Association
  Texas Association of Bilingual Education
  Administrators and Supervisors Association of Edinburg

- At the National Council of Teachers of English conference, TA branch served on panel to discuss the status of Right to Read, and what plans Right to Read has for becoming involved in research in reading.

- "The Right to Read Bilingually" presentation was made at Cerritos Community College in Los Cerritos, California.

- Attended a Harvard University conference to discuss with nationally acclaimed experts in reading, what the future course of Right to Read action should be.

- "The Right to Read Bilingually" presentation was made at Phoenix Western International Reading Association conference.

- TA participated at the National Association of School Superintendents' meeting held in Atlantic City, New Jersey.

- There was full participation and exposure of the Right to Read program at the International Reading Association's annual conference.

Technical Assistance Accomplishments

During 1972 and 1973, twenty-four reading consultants (specialists and planners) and four institutional teams provided on-site technical assistance to Right to Read programs. The twenty-four reading consultants were based throughout the United States and were assigned within easy travel to their assigned Right to Read program. The four institutional teams were based at the four Universities mentioned earlier. Each team had the equivalent of two full-time specialists, one of whom worked with program planning, and the other with systematic implementation.

In addition to the field operations, Right to Read experimented with a technical team of Office of Education-based specialists in reading and educational planning. The objectives were to establish an Office of Education technical assistance model for providing assistance to State education agencies, special projects, teacher training institutions, and other reading or reading related Office of Education programs.

Technical Assistance Projections for FY 1975

The TA branch will provide services to 50 State education agencies, large school districts, the Academy projects to increase their capacities to implement and conduct effective reading literacy programs.

This branch intends to promote the implementation of exemplary institutions of higher education (IHE) programs in the teaching of reading based on the IHE needs assessment. By the end of fiscal year 1975, implementing this con-

cept, seventy-five percent of IHE's will have achieved fifty percent of the goals established by Right to Read criteria.

TA staff will serve as liaison with twenty-one Office of Education programs for teaching objectives of reading and related activities, in order to facilitate a coordinated Office-wide reading-lieracy improvement system.

PRIVATE SECTOR

The national Right to Read effort is predicated on several assumptions, one of which is that government and private sector should marshall their resources to focus on the prevention and elimination of illiteracy. Although Secretary Weinberger transferred the responsibility for private sector to the Right to Read office, the Commissioner did not provide staff for this purpose.

Right to Read's Private Sector Plan involves a wide variety of activities and programs related to: Right to Read Academies; business and industry; civic and service organizations; education associations and institutions; Right to Read Book Ownership Program; and a speakers' bureau. Private Sector also involves other Right to Read branches to provide concepts for new activities and services in seeking outside funding to achieve many objectives and goals of these branches.

Private Sector's Plan of Action is: strategies for obtaining the assistance of the private sector in meeting the national goal--such assistance will include human resources, technological, and financial resources; and assessment of available community resources to support the national effort; and strategies for informing the total population of the illiteracy problems.

During fiscal year 1974, Private Sector activities have included work with such organizations as the National Urban Coalition, Reading Is Fundamental, Safeway Supermarkets, A&P Supermarkets, Xerox Company, and the American Association of Publishers to develop reading/literacy support activities.

Private Sector Projections for FY 1975

During FY '74 and based upon the termination of the National Reading Center, HEW Secretary transferred the responsibility for private sector. Therefore, the following are projections for FY 1975:

(1) Involving Private Sector, Community Based branch will establish and fund twenty Academy Service Centers, which in turn, will initiate sixty to eighty satellite Academies. Private Sector will develop a national incentive plan for recruiting "volunteers" to be trained to give a year (3 to 10 hours per week) toward eliminating illiteracy.

(2) This unit will: work with major corporations to sponsor seminars for other businesses on industry's participation in the national Right to Read effort; contact ten businesses or industries to establish national on-the-job literacy classes as "Industrial Academies"; provide technical assistance and consultant services to major corporations which have agreed to and/or who plan to participate in Right to Read; contact three major labor unions to negotiate support for linking jobs to the Community Based Adult Academy Service Centers; maintain contact with the corporations which have established Right to Read programs; produce a handbook on industry's role in Right to Read; and contact major transportation industries for publicity regarding solving the literacy problem.

(3) Developed in FY 1974, the Book Ownership Program is an aspect of Right to Read's Private Sector Plan for FY 1975. For a number of reasons, a

large number of children in this country have never owned a book. Private Sector will create ways for such children to own books that will help shape an environment in which reading is important. Right to Read feels that there are a variety of places throughout the country where books can be made readily available at reasonable prices for purchase by children, youth and their parents.

In initiating this new activity of Right to Read--Book Ownership Program, the Private Sector will: negotiate with publishing houses to make books available at a reasonable rate so that most children can afford to purchase them; negotiate and secure agreements with supermarket chains to establish Right to Read book racks in stores in twenty-five major cities where children will be able to select and purchase books in some organized way; establish Right to Read book racks in national parks and other recreation centers; sponsor television spots using prominent figures to urge children and parents to read and own books; explore the "book stamp" program concept with selected businesses and school districts' and urge the establishment of Right to Read clubs in schools and libraries.

(4) Private Sector staff will contact five civic and service organizations to secure their adoption of Right to Read goals and negotiate the initiation of appropriate projects and support.

(5) Within fiscal year 1975, the Private Sector staff will: provide technical assistance to education associations and institutions with national Right to Read projects; sponsor seminars for ten educational associations to define their role in Right to Read; and secure agreement from IHE's to get college students to participate in multiple Right to Read activities.

(6) As an inter-agency liaison, Private Sector will work with multiple Federal agencies in focusing on reading and literacy; convene one national conference of decision-makers in private sectors to establish reading/literacy priorities, design and refine strategies; and develop and implement a plan for the tutor-training program for operation through Right to Read's State Education Agencies.

NATIONAL IMPACT

The programs funded under National Impact efforts are those which have broad implications for education generally, and embrace the concept of the multiplier effect. In other words, such specialized programs would be designed to reach massive numbers of people on the one hand, or be designed to be utilized with large sections of the population after the developmental stages.

Examples of National Impact programs that have been discussed earlier are: (a) Adult Literacy T.V.; (b) Right to Read Adult Academies; and (c) Parent Kits. These programs will also continue as projections for FY 1975.

Another on-going operation of National Impact during fiscal year 1975 will be dissemination, validation and packaging of effective reading programs. Making successul Right to Read approaches and materials available to every school district that wants them is a major porgram objective over the next 12 to 15 months. As a necessary first step, a nationally known research institute is engaged in identifying, validating, and providing multi-media packaging of up to twenty-five successful reading projects. Packages should be available during fiscal year 1975.

The package will contain a comprehensive case history of all the program components, and of all the procedures which made it effective. The product will be a systematically arranged projection of an exemplary (total school) reading program which can be emulated either in part or in whole by other States, and/or local educational institutions.

Another National Impact projection for FY 1975 will be the celebration of International Literacy Day:

(1) Chief State school officers will be requested to engage in a variety of activities to announce their commitment and plans relative to reading and literacy improvement.

(2) Right to Read will meet with Presidents and/or Executive Secretaries of the major national reading and literacy associations. The purpose of the meeting will be to develop plans and activities individually and collectively that will help address the problems of reading and literacy.

(3) There will be a status report request to each Federal Agency Head as to their efforts to date in reading and literacy, as well as an expression of plans to improve the existing programs.

(4) During the celebration of International Literacy Day, the President of the United States will make a Presidential Proclamation launching an interagency Federal coordination thrust for eliminating illiteracy.

Below are examples of some specific strategic OE/Right to Read activities for National Impact:

- Monitor production of Adult Literacy TV Program

- Prepare OE regulations and guidelines for Adult Academies

- Prepare information package for the field on Adult Academies

- Conduct nation-wide seminars on the concept of the "Literacy Corps" and how Adult Academies are designed to work

- Announce availability of Adult Academy grants in Federal Register and carry out all procedures for processing and awarding

- Provide services of OE--Program Officers, and Technical Assistants to grantees

- Promote the concept of self supporting programs for onset

- Provide Technical Assistance in assuring that "parent kits" are produced with adherence to sound pedagogical theories

- Assist in planning for field testing of kits

- Help plan the design for teaching parents how to use kits

- Plan with makers of kits the overall dissemination strategy

- Monitor proposal for validation and Packaging (VP) programs

- Design plan for best nationwide use of VP programs

- Provide Technical Assistance to field on how to adopt--adapt parts and/or all of an exemplary VP program

APPENDIX

Problems Encountered:

1. A major problem is the enormously slow process of employing staff. Many activities and milestones could not be completed or undertaken due to difficulties with personnel Office.

2. In terms of the program, the maintenance of the budget at the same level negates the full implementation of the Right to Read effort. The legislative proposals requested by the Commissioner have not received approval at the legislative levels of OS.

3. An excessive amount of staff time was spent in discussions with individuals who were preparing studies on Right to Read. Some of these studies especially from OS middle management staff have attempted to justify Right to Read's removal from the Secretary's priority list for tracking.

4. The Right to Read staff continues to find Federal staff confused about Right to Read as a program as opposed to the National Effort.

Disposition of FY 73 recommendations in Year End Report

Recommendations:

1. The development of a strategy for interagency coordination and the establishment of a unit to handle the liaison and training essential to implementing the jointly developed plan.

   Action: FICE appointed sub committee on reading and literacy and it has completed study of reading in each agency.

2. Place greater emphasis on the functionally illiterate adult and develop strategies for utilizing existing facilities to reach broad populations.

   Action: Right to Read developed strategy for Adult Academy which grew out of community based projects.

3. Present a viable plan and matrix to HEW and OMB for eliminating illiteracy including government, private sector, with resources i.e. human, technological and financial necessary to accomplish the goal.

   Action: Right to Read developed Right to Read strategy May 74 and presented it to the Commissioner and OMB examiner.

4. Establish evaluation procedures for reports on Office of Education cross bureau programs and other reading activities.

   Action: Programs reported some evidence of activities, but no real evaluation results.

5. Request each appropriate program and support office to earmark an increase with new budget funds for reading.

   Action: This was not possible due to legislative and budget uncertanties.

6. Analyze unique function of Right to Read Office and assign appropriate personnel.

   Action: Worked with OE management team in re-organizing Right to Read Office.

7. Establish unit as Private Sector in Right to Read

   Action: Limited personnel prevented establishing a unit, however, one slot was earmarked for private sector. Although it has not been filled, the Right to Read Director has implemented many of these activities.

FY 74 Recommendations

1. Due to the expiration of several legislated programs, Right to Read's efforts in FY 74, on cross bureau coordination, were limited. Since many of these difficulties are near resolution, it is recommended that Right to Read develop OE-wide thrust for focussing on reading and related activities.

2. It is recommended that Right to Read increase its emphasis on the SEA leadership program so as to maximize the possibility of reaching all school districts.

3. Right to Read should prepare legislation based upon its multi faceted strategy. Such legislation should address reading as a non-categorical effort.

4. If Right to Read is to capitalize upon school based programs, it must develop a strategy for inculcating significant findings into the on-going fabric of the national effort.

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RIGHT TO READ PUBLICATIONS

The following were developed and published during FY 1972:

"Right to Read Implementation Plan--Strategy for the Right to Read Effort"

"Plan of Action--Guidelines for School Based Programs"

"Program Manual for Community Based Programs"

"Right to Read" Brochure

"Progress Report on Right to Read"

Conference Proceedings

"Defining the Problem of Reading--Literacy" Pictorial Brochure

"Right to Read Needs Assessment Package" which includes:
- Program Planning Procedure Kit
- Validated Programs
- Guiderule
- Status and Reporting Center Kit

Written Speeches and published Articles

The following were developed and published during FY 1973:

"The Reading Crisis in America"

"You Can Help in the Right to Read Effort" Pamphlet

"An Assessment Scale for Use in Examining a Reading Program"

"Monitor and Review Procedure Manual"

Written Speeches

The following were developed and published during FY 1974:

"Education Briefing Paper--Right to Read" U.S. Office of Education, April 1974

"The Right to Read Strategy" May 1974

"General Provisions of Right to Read" Federal Register, April 1974

"The National Right to Read Effort...That All May Read"

"Proposed Rules for PreService Exemplary Teachers Training Reading Program" Federal Register, April 1974

"Final Rules for PreService Exemplary Teachers Training Reading Program" Federal Register, June 1974

"RFP Right to Read's Television Literacy Project" Commerce Business Daily

"SEA Right to Read Handbook"

"SEA Program Analysis Review"

Written Speeches and published articles

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RIGHT TO READ STATE EDUCATION AGENCIES

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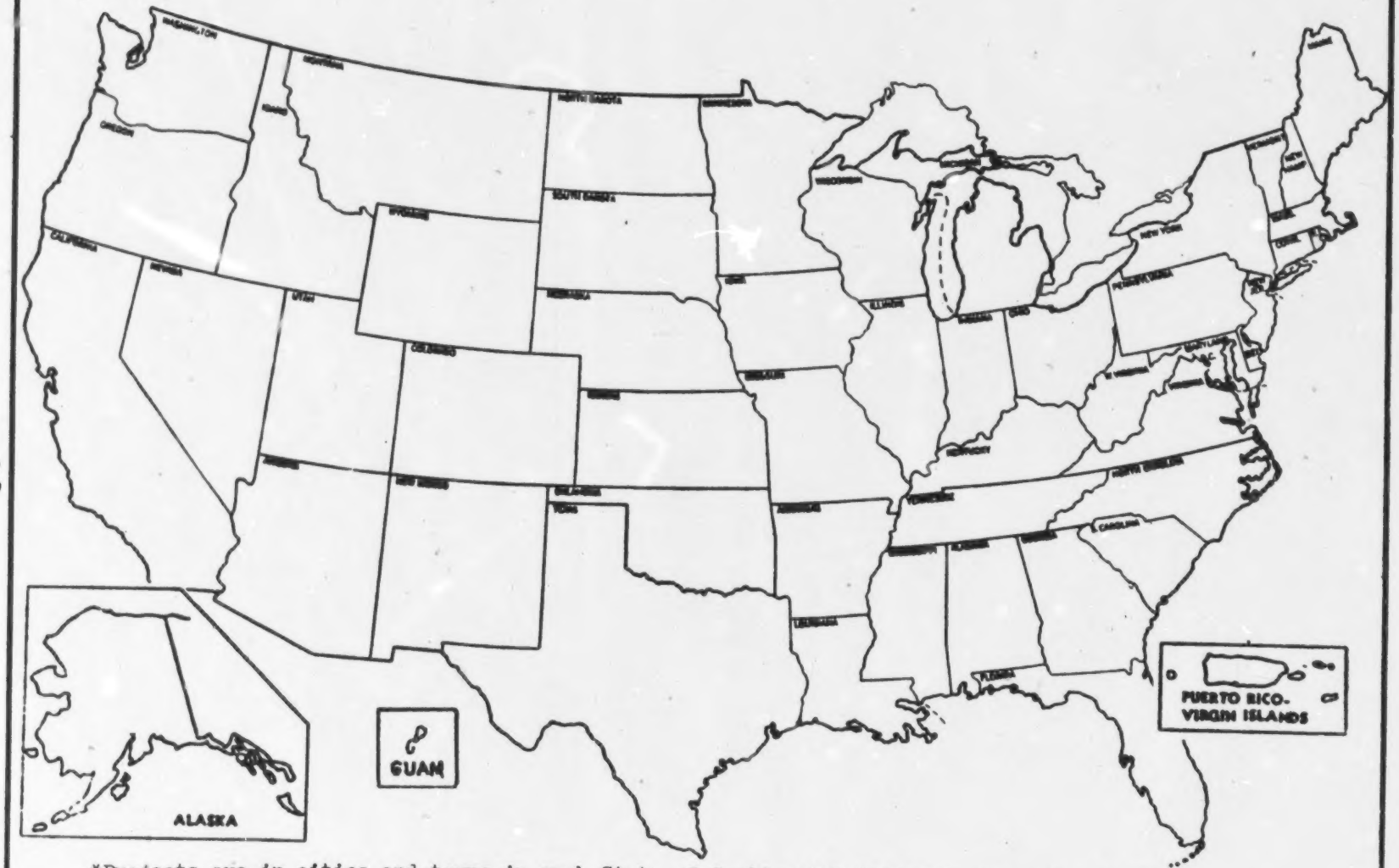
RIGHT TO READ DEMONSTRATION SITES*



*Projects are in cities and towns in each State of Continental United States, plus inserts.

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185.90 [Reserved]

Subpart J—Special Projects

185.91 Eligibility for assistance.

(a) *Special reading projects.* (1) Any local educational agency which is implementing a plan described in § 185.11 (a) or (b) may apply for assistance, by grant or contract, from funds reserved pursuant to § 185.95(b)(1), for special reading projects to improve the reading performance of minority and non-minority group children in a school affected by such a plan in which the concentration of minority group children enrolled is greater than 20 percent and no more than 50 percent.

(2) No more than $2,500,000 from funds reserved pursuant to § 185.95(b)(1) shall be awarded for grants or contracts pursuant to this paragraph during the fiscal year ending June 30, 1973.

(20 U.S.C. 1607(a))

(b) *Other projects.* The Assistant Secretary may assist, by grant or contract, any State or local educational agency or other public agency or organization (or a combination of such agencies and organizations), from funds reserved pursuant to § 185.95(b)(1) and not awarded or to be awarded pursuant to paragraph (a) of this section, for the purpose of conducting special programs or projects which the Assistant Secretary determines will make substantial progress toward achieving the purposes of the Act.

(20 U.S.C. 1607(a))

(c) *Definitions.* For purposes of this subpart, State or local educational agencies in Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands shall be deemed to be State or local educational agencies within the meaning of §§ 185.02 (e) and (j).

(20 U.S.C. 1607(a), 1619 (8), (14), and (15))

(d) *Authorized activities.* (1) Assistance made available pursuant to paragraph (a) of this section shall be used for activities described in or authorized by §§ 185.12, 185.22, 185.32, 185.52, 185.62, and 185.72 which would not otherwise be funded and are designed to carry out the purposes described in § 185.01 and in paragraph (a) of this section.

(2) Assistance made available pursuant to paragraph (b) of this section shall be used for activities described in or authorized by §§ 185.12, 185.22, 185.32, 185.52, 185.62, and 185.72 which would not otherwise be funded and which are designed to carry out the purposes described in § 185.01.

(3) The provisions of §§ 185.12 (b), (c), and (d) shall apply to assistance made available under this subpart.

(e) No activity assisted pursuant to paragraph (a) of this section shall be carried out with respect to a class which does not include both minority and non-minority group children. Students shall not be removed from their regularly assigned classrooms on a regular basis in order to participate in a program, project, or activity assisted pursuant to paragraph (a) but may be so removed on an occasional basis for special events or services.

(20 U.S.C. 1606, 1607(a))

(e) *Limitations on eligibility; non-public participation.* The limitations on eligibility set forth in § 185.43 shall apply to educational agencies applying for assistance under this subpart. The provisions of § 185.44 as to waiver of ineligibility shall apply to local educational agencies applying for assistance under this subpart. The provisions of § 185.45 as to termination of assistance shall apply to all recipients of assistance under this subpart. The provisions of § 185.42 as to participation of children or staff enrolled in or employed by non-public schools shall apply to local educational agencies applying for assistance under this subpart.

(20 U.S.C. 1605(d), 1607(a), 1609 (a) and (b), 1611(c))

§ 185.92 Applications.

(a) Applications by local educational agencies for assistance under this subpart shall comply with the requirements of §§ 185.13 (a) through (n). Applications by other public agencies or organizations shall be in such form, and contain such information and assurances, as may be required by the Assistant Secretary. All applications for assistance under this subpart, together with all correspondence and other written materials relating thereto, shall be made readily available to the public by the applicant and by the Assistant Secretary.

(20 U.S.C. 1607(a), 1609(a))

(b) In addition to the information and assurances required by paragraph (a) of this section, applications by local educational agencies pursuant to § 185.91(a) shall contain the following additional information:

(1) A description of the proposed program, project, or activity, and of such policies and procedures as will insure that the applicant will use funds received under the Act only for the activities described in § 185.91(d);

(2) A complete special reading needs assessment with regard to the affected school, in a form to be prescribed by the Assistant Secretary;

(3) The signature of the principal of the school to be served by the proposed program, project, or activity, indicating concurrence in the submission of such agency's application.

(20 U.S.C. 1607(a))

§ 185.93 Criteria for assistance.

(a) *Objective criteria.* In approving applications for assistance by local educational agencies pursuant to § 185.91(a), the Assistant Secretary shall apply the following objective criteria (20 points):

(1) The need for such assistance, as indicated by the number and percentage of minority group children enrolled in the schools of such agency for the fiscal year or years for which assistance is sought (10 points); and

(2) The [illegible] minority group [illegible] in terms of the number and percentage of children affected, in all the schools operated by such agency, accomplished or to be accomplished by the implementation of a plan or project described in § 185.11 (a) or (b) (10 points).

(20 U.S.C. 1609(c) (1), (2), and (3))

(b) *Educational and programmatic criteria.* The Assistant Secretary shall determine the educational and programmatic merits of applications for assistance by local educational agencies pursuant to § 185.91(a) on the basis of the following criteria (105 points):

(1) *Needs assessment (20 points).* (i) The magnitude of needs assessed by the applicant in relation to reading achievement of students in the affected school, and (ii) the degree to which the applicant has demonstrated, by standardized achievement test data and other objective evidence, the existence of such needs. Such needs assessment shall be submitted in a form to be prescribed by the Assistant Secretary.

(2) *Statement of objectives (20 points).* (i) The degree to which the applicant sets out specific measurable objectives for its program, project, or activity, in relation to the needs identified; and (ii) the degree to which (a) the program, project, or activity to be assisted promises realistically to address the needs identified in the application, and (b) such program, project, or activity involves to the fullest extent practicable the total educational resources, both public and private, of the community to be served. At a minimum the stated objectives shall include progress during the period of the proposed program, project, or activity toward the goal of a normal range and distribution of reading achievement in the affected school, such goal to be attained within a 3-year period.

(3) *Activities (40 points).*—(i) *Curriculum development (10 points).* The extent to which the application sets out specific procedures for the evaluation, development, and revision of the curriculum in the affected school, in relation to the needs identified;

(ii) *Staffing (20 points).* The extent to which the application (a) sets out an adequate staffing plan which includes provisions for making maximum use of present staff capabilities, (b) provides for continuing training of staff in order to increase the effectiveness of the proposed program, project, or activity; and (c) includes evidence that the project staff reflects the racial and ethnic makeup of the student body at the affected school; and

(iii) *Parent and community involvement (10 points).* The extent to which the application (a) delineates specific opportunities for community and parental participation in the development and implementation of the proposed program, project, or activity in addition to those required by § 185.91 and (b) contains evidence that such [illegible] has been encouraged [illegible]

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Resource management (5 points). The extent to which the application contains evidence that (i) the amount of funds requested is of sufficient magnitude in relation to the number of participants to be served to give substantial promise of achieving the stated objectives, (ii) the costs of project components are reasonable in relation to the anticipated benefits, (iii) all possible efforts have been made to minimize the amount of funds requested for purchase of materials necessary for implementation of the proposed program project, (iv) the proposed program, project, or activity has been coordinated with existing programs and resources.

(5) *Evaluation (20 points).* The extent to which the application sets out a format for objective, quantifiable measurement of the success of the proposed program, project, or activity in achieving the stated objectives, including (i) a timetable for compilation of data for evaluation and a method of reviewing the program, project, or activity in the light of such data; (ii) a description of instruments to be used for evaluation of the proposed program, project, or activity (and of the method for validating such instruments where necessary), or a description of the procedure to be employed in selecting such instruments; and (iii) provisions for comparison of evaluation results with norms, control group performance, results of other programs, or other external standards.

(6) In making the determinations required under this paragraph, the Assistant Secretary is authorized to purchase or utilize the services, recommendations, and advice of experts in the areas of education and human relations from the Department or other Federal agencies, State or local governmental units, or the private sector.

(20 U.S.C. 1601(b), 1609(a)(11), 1609(c) (1), (2), (4), and (5))

(c) *Funding criteria.* In determining amounts to be awarded to applicants for assistance pursuant to § 185.91(a), the Assistant Secretary shall consider the additional cost to such applicant (as such cost is defined in § 185.13(a)) of effectively carrying out its proposed program, project, or activity, in relation to the amount of funds available for assistance pursuant to § 185.91(a), and the other applications for such assistance pending before him. The Assistant Secretary shall not be required to approve any application which does not meet the requirements of the Act or this part, or which sets forth a program, project, or activity of such insufficient promise for achieving the purposes of the Act that its approval is not warranted. In applying the criterion set out in this paragraph, the Assistant Secretary shall award funds to applicants (whose applications meet such requirements and are of sufficient promise to warrant approval) in the order of their ranking on the basis of the criteria set out in this section until the sums allotted for such assistance have been exhausted. No more than 20 per centum of the funds made available pursuant to § 185.91(a) shall be awarded to applicants in any one State in any fiscal year, unless the Assistant Secretary determines that applications for such awards in excess of such amount are of exceptional merit or promise.

(20 U.S.C. 1609(c)(1)(C), 1609(c)(5))

(d) *Other applications.* The merits of applications for assistance pursuant to § 185.91(b) shall be determined on the basis of the criteria set forth in § 185.14, to the extent that such criteria are applicable to the proposed program, project, or activity.

(20 U.S.C. 1607(a), 1609(c))

§ 185.94 Community involvement.

(a) *Unit task force.* Applications by local educational agencies for assistance pursuant to § 185.91(a) shall be developed by a unit task force headed by the principal of the school to be served by the proposed program, project, or activity and formed in accordance with paragraph (b) of this section.

(20 U.S.C. 1609(a)(2)(B), 1609(b))

(b) *Composition.* (1) In order to establish a unit task force as required by this section, a local educational agency shall designate two parent or community organizations broadly representative of the minority and nonminority communities to be served, each of which shall select a resident of the attendance area of the school to be served as a member of the unit task force.

(2) Such agency, after consultation with the appropriate teachers' organization(s), shall either (i) designate two teachers from the school to be served who will participate in the proposed program, project, or activity to serve as members of the unit task force, or (ii) delegate the responsibility for such selections to the appropriate teachers' organization(s).

(3) Such agency shall designate one member of its administrative staff at the assistant superintendent level or higher, to serve as a member of the unit task force.

(4) Where the proposed program, project, or activity will affect a secondary school, the unit task force required by this section shall include at least two secondary students regularly enrolled in such school who have been selected by the student body or student government of such school.

(5) The local educational agency shall select the minimum number of additional members of such unit task force necessary to insure that (i) it will be composed of equal numbers of nonminority group members and of members from each minority group substantially represented in the school to be served, and (ii) at least half the members of such unit task force will be parents of students to be served by the proposed program, project, or activity.

(20 U.S.C. 1609(a)(2)(B))

(c) *Consultation, public hearing, publication.* Local educational agencies applying for assistance pursuant to § 185.91(a) shall comply with the requirements as to public hearings, publications, and post-award consultation set forth in §§ 185.41 (a), (b), (e), and (f). For purposes of this paragraph, references in such paragraphs to a "district-wide advisory committee" shall be understood to refer to the unit task force required by this section.

(20 U.S.C. 1609(a) (2) and (3))

(d) *Comments and suggestions by unit task force.* No amendment to the program, project, or activity of a local educational agency shall be approved, and no additional funds made available pursuant to § 185.91(a), unless the unit task force required by this section has been involved in the development of, and a majority of its members has approved, such amendment of or addition to the program, project, or activity. Comments indicating such approval shall be included with any application submitted by such agency for such amendments or additions. Amendments or additions suggested by the unit task force shall be forwarded by the local educational agency, with or without comment by such agency, to the Assistant Secretary for his consideration.

(20 U.S.C. 1609(a) (3))

(e) *Other applicants.* Applicants for assistance pursuant to § 185.91 (b) shall comply with the requirements of § 185.[illegible] to the extent that such requirements are applicable to the proposed program, project or activity.

(20 U.S.C. 1609(a) (2), 1609 (d) [illegible])

(FR Doc.73-7990 Filed 4-23-73;8:45 am)

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MEDIA EXPOSURE FOR FY 1974

During FY 1974, Right to Read appearances have been made on local and network radio and television stations. And, numerous articles or highlights have appeared in national newspapers, periodicals and Federal hearing reports.

The following is just a sample of some of the newspapers and periodicals that had feature stories regarding Right to Read's operations during FY 1974:

"The Christian Science"

"Education Daily"

"Telegraph" - Bluefield, West Virginia

"Life" - Skokie, Illinois

"Compact" - Denver, Colorado

"Times & Enterprise" - Thomasville, Georgia

"National Assessment of Educational Progress Newsletter"

"Publisher's Weekly" - New York, New York

"Times-Picayune" - New Orleans, Louisiana

"Report on Education Research" - Washington, D.C.

"Telegram" - Clarksburg, West Virginia

"The Richmond News Leader" - Richmond, Virginia

"The Washington Post" - Washington, D.C.

"American Education"

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RIGHT TO READ PROGRAMMATIC EXPENDITURES FY 1974

Program Activity	FY 1974 Actual
STATE EDUCATION AGENCIES	$4,415,000.00
DEMONSTRATION PROGRAMS	
School Based Projects	3,818,883.00
Community Based Projects	3,096,715.00
REFORM OF READING INSTRUCTION	1,499,845.00
NATIONAL IMPACT PROJECTS	
Adult TV	992,143.00
Mini-Assessment	255,481.00
DISSEMINATION	
Film	372,548.00
Right to Read Materials	8,000.00
Technical Assistance	198,400.00
EVALUATION	49,985.00
TOTAL	$14,707,000.00

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LIST OF RIGHT TO READ FIELD-BASED TECHNICAL ASSISTANCE

Ball State University (Indiana)

City College of New York

University of Georgia

Northwest Regional Educational Laboratory (State of Washington)

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U.S. OFFICE OF EDUCATION READING ACTIVITIES

Program Activity	1974 Obligation
ELEMENTARY AND SECONDARY EDUCATION	
Educationally Deprived Children	$530,000,000.00
Supplementary Services	13,500,000.00
Bilingual Education	1,000,000.00
Right to Read	14,707,000.00
Follow Through	10,900,000.00
EMERGENCY SCHOOL AID	67,500,000.00
ALLOCATION FOR THE HANDICAPPED	
State Grant Program	2,400,000.00
OCCUPATIONAL, VOCATIONAL, AND ADULT EDUCATION	
Education Personnel: Urban/Rural	150,000.00
Career Opportunities Program	750,000.00
Categorical Programs	100,000.00
Adult Education:	
Grants to States	30,874,000.00
Special Projects	2,800,000.00
Teacher Training	1,425,000.00
Dropout Prevention	150,000.00
HIGHER EDUCATION	
Special Programs for the Disadvantaged	4,400,000.00
LIBRARY RESOURCES	
School Library Resources	30,000,000.00
TOTAL	$710,656,000.00

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APPENDIX I

LIST OF OE BASED TECHNICAL ASSISTANTS

Mrs. Opal Jones

Mrs. Shirley Jackson